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THE GOVERNMENT OF THE PHILIPPINE ISLANDS  
DEPARTMENT OF PUBLIC INSTRUCTION  
BUREAU OF EDUCATION

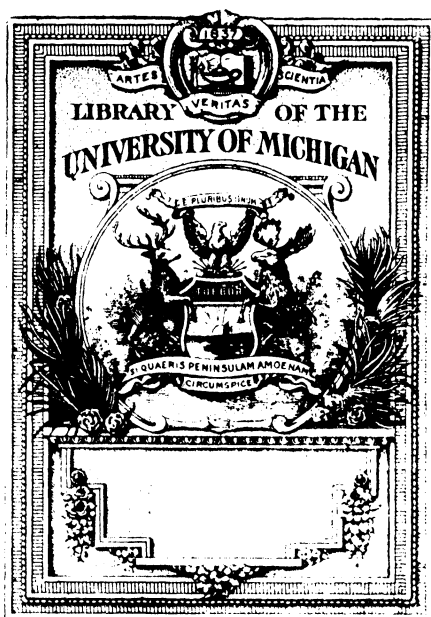
*A Statement of Organization, Aims  
and Conditions of Service in  
the Bureau of Education*

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A STATEMENT OF ORGANIZATION, AIMS, AND  
CONDITIONS OF SERVICE IN THE  
BUREAU OF EDUCATION.



Malecon Drive, Manila.

THE Bureau of Education was organized by the United States Philippine Commission in January, 1901, and is one of the several Bureaus under the Department of Public Instruction. All public schools in the Philippine Islands, ex-

cept those of the Moro Province, which has a separate school organization, are under the administration of the Bureau of Education. The chief of this Bureau is the Director of Education.

For purposes of administration, the Philippine Archipelago is divided into thirty-eight school divisions, including the two special Insular schools—The Philippine Normal School and the Philippine School of Arts and Trades. Each school division is under the administration of a division superintendent. These officials receive salaries ranging from \$1,800 to \$3,000 per annum.

**TEACHERS.**—The Bureau pays the salaries of about 700 American teachers, ranging from \$1,000 to \$2,000, the salaries provided for 510 of these being in excess of \$1,200, and the mean compensation being \$1,400. Promotions are made by the Director subject to the approval of the Secretary of Public Instruction, whenever the merits of teachers become conspicuous and vacancies exist in the better paid positions. In addition to the American teachers, about 1,000 Insular Filipino teachers are employed, who are paid by the Insular Government, their salaries ranging from \$120 to \$720 per year, and about 7,500 Filipino municipal teachers, appointed by the division superintendents in accordance with regulations prescribed by the Director, who



The Cathedral in old Manila, the Walled City.

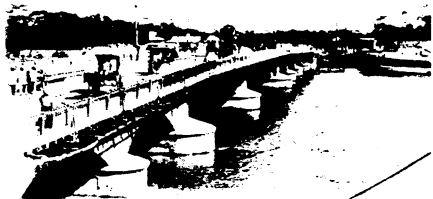
are paid from the school funds of the municipalities in which they teach. In addition to these teachers, about 150 "aspirantes," or Filipino apprentice teachers, are employed in the schools. In some cases the apprentice teachers receive nominal compensation,

but in most cases their services are unremunerated except by the privilege of attending teachers' classes and institutes.

Although in academic attainments the majority of the Filipino teachers are not above eighth-grade standard in the United States and many of them are deplorably inefficient, their development even to their present status constitutes one of the most gratifying achievements of this Bureau during the past decade. In scholarship and in ability to teach, they are steadily improving, and as a body they are industrious, ambitious, and loyal to the purposes of the Bureau of Education.

**WORK OF THE BUREAU.**—The work of the Bureau of Education includes the organization and conduct of: (1) Primary schools which offer a four-year course providing instruction in English, simple arithmetic, geography, and at least the rudiments of some useful occupation; (2) intermediate schools which give three years' additional instruction, and which throughout the course lay great emphasis upon vocational training, including a general course, a course as a preparation for teaching primary grades, a course in farming, a course in housekeeping and household arts, a trade course, and a course for business; (3) high schools, offering a regular secondary course of four years, modified in outline in certain special schools to conform to the aims of such institutions as the Philippine Normal School, the Philippine School of Commerce, and the Philippine School of Arts and Trades. All instruction is given in the English language.

The Bureau is devoting itself to the problem of formulating and putting into operation a program of industrial in-



The Bridge of Spain, which spans the Pasig River at Manila.

struction which will be at once logical in its sequence from grade to grade and in close harmony with the industrial needs of the community, and which will prepare boys and girls in a practical way for the industrial, commercial, and domestic activities in which they are later to have a part. The Bureau fully realizes that the results desired can be accomplished only after much patient experiment and adjustment. The instruction in this department is already well advanced, but the Bureau is ever in search of teachers who show exceptional ability along industrial lines. It will afford them ample opportunity to work out their ideas, and assure them of ready support and prompt recognition.

**SCHOOL BUILDINGS.**—This extensive system of education including Insular schools, provincial high schools, dormitories, trade, manual training, and agricultural schools, and the several thousand hamlet or "barrio" schools must be adequately housed. Ten years ago there were few buildings in the Philippine Islands suitable for school use, and even at this time the great majority of the schoolhouses throughout the provinces are rude, temporary structures which should be abandoned as soon as possible. The



The provincial high school building in the city of Cebu, Cebu.

problem of building construction has had consistent attention for years past, and a considerable advance has been made. The need is so manifest to the people and to the Government that large sums of money have been appropriated, and excellent buildings are being erected in all parts of the Archipelago.

Standard plans for reinforced-concrete buildings of from one to twenty rooms have been adopted. Architecturally, these structures are pleasing in design and admirably adapted to the requirements of this tropical country. It is the purpose of the Bureau of Education to continue the construction program until every town and barrio school of the Islands shall have been provided with a substantial modern building.

**DUTIES OF THE TEACHER.**—The work of the American teacher in the Philippines is mainly of two kinds: First, teaching in intermediate, secondary, or technical schools; and second, supervising school districts. The higher schools are usually situated at the capitals of provinces, and the work corresponds in many respects to that in institutions

of similar grade in the United States. Teachers so located can live comfortably as members of small American communities. Women teachers are, with few exceptions, given such assignment.

The work of the supervising teacher, however, is pursued under very different conditions. He usually lives alone in a town separated by some miles from other communities, and very frequently he is the only American resident in a large area. As supervising teacher, he is the representative of the division superintendent in the district. He must consult tactfully and helpfully with the municipal president and council, present the school needs of the locality to this body, and obtain their coöperation and municipal support. His relationship with the people of the town must be kindly and helpful, and his conduct above reproach. He has under



A view in the provincial section of the Bureau of Education industrial and sales exhibit at the Carnival of 1911, Manila.

him a corps of from six to forty native teachers, whose work he plans and whom he constantly visits and assists. He has the task of organizing new schools, especially in the barrios separated from the town centers. A large portion of the time of the supervising teacher is spent in school visits, traveling sometimes by horse or vehicle, sometimes on foot, and sometimes by "banca" or canoe. These teachers have to acquaint themselves thoroughly with the geography of their districts. They must know every hamlet and road, and must thoroughly understand the social composition of the communities in which they are working. Obviously this work can be accomplished only by a man. For this reason, the great majority of the teaching force is composed of men. In some cases, however, a man and wife are assigned together in a town, the man carrying on the



work of supervision and the woman the instruction of the advanced classes in the central municipal school.

**THE TEACHER AS A MEMBER OF THE COMMUNITY.**—Most of

these teachers rent houses in the town centers, having their own establishments and servants. Comfortable homes can

be maintained at an expense of perhaps 50 per cent in excess of that in the average town in the United States. In a few instances, the American teacher, if alone, boards with some Filipino family. Very often he messes with other American Government employees and residents in the community. The actual and necessary traveling expenses of the supervising teacher incurred in the performance of his work are paid by the Bureau of Education.

To one who can enter into the spirit of the life of the country, the position of a supervising teacher is a pleasant one. The people are friendly and hospitable, and generally appreciate his presence among them. If he is tactful in his relations with the officials and people he soon becomes one of the most influential men in the community and a trusted counselor and adviser upon almost every subject. He is universally welcomed in the best homes, and it usually happens that no social function is considered complete without his presence. No other men in the Government employ have such rare opportunities for real service to the people and to the Government as has the supervising teacher. He is practically the only representative of the Government who comes in close contact with the people, and it may truly be said that upon him more than upon any other class of men depends the favorable attitude of the people toward the present Government.

To lend interest to the experience of the supervising teacher, there are fiestas, fairs, celebrations, and entertainments; also, school contests of provincial and interprovincial character in declamation and



A country road.



A village street.



The Escolta, Manila's chief business thoroughfare.

debate. In recent years the universal interest in school athletics has led to the organization of athletic leagues which hold annual meets at several provincial capitals. At the annual meet for the Islands, held in Manila during the Carnival week, teams from all sections compete in a series of games for the baseball championship, and in a contest for track and field supremacy. On these occasions thousands of people witness the sports and enthusiasm runs high. These healthy sports and games, which are fast displacing former questionable pastimes, have been introduced by the American teacher.

**APPOINTMENTS AND SERVICE.**—Appointments of teachers in the United States are made exclusively from an eligible list certified by the Civil Service Commission as a result of examinations conducted in the United States and in the Philippines. Those appointed contract for two years' actual service. When the cost of transportation is advanced by the Government, an equal amount is deducted from the teachers' salaries at the rate of 10 per cent of the salary per month until the total cost to the Government has been repaid. Upon the completion of two years' satisfactory service, the amount thus deducted is returned. At the end of three years' satisfactory service, the teacher may resign and receive half salary for thirty days and full pay for any vacation that may be due him under the provisions of the law. If he elects to continue in the service, but desires to return to the United States on leave, he may be granted such leave on full pay for the vacation period of ten weeks, with sixty days' half salary covering the time going and returning, less any deduction that may be made to cover absences from duty or excess vacation previously enjoyed. The school year is uniform throughout the Islands, and is at present fixed at forty weeks, with twelve weeks' vacation, ten of which are consecutive during the months of April, May, and June; the remaining two weeks occur at the Christmas holidays.



A view of the summer camp at Baguio where teachers seek rest and recreation.

**RECREATION AND TRAVEL.**—This annual vacation on full pay gives teachers unusual opportunities for visiting and acquainting themselves with near-by Oriental countries, during a period when they are resting from the year's work and are leisurely enjoying themselves preparatory to enter-



The Cebu track and field team, winners of the interscholastic championship of the Islands at the Carnival of 1911.

ing upon another school term. While they are being refreshed by change of climate and new scenes, they have a splendid opportunity for studying the interesting civilizations of the Orient. Trips can be made during this time to Korea, Japan, Singapore, the Straits Settlements,

China, the Dutch East Indies, Australia, and even Burma and India.

If the teacher comes to the Philippines by the Pacific route, he will usually have a day or two in Honolulu, and a week in the principal ports of Japan. Many of the steamers also stop at Shanghai and Hongkong. The position of the Philippine Islands on the other side of the world from the United States invites the return trip to the home country by way of Europe, and a large number of employees make this trip, generally via the Suez Canal. The regular liners make stops at many of the principal ports along this route, and the traveler has opportunity to visit Egypt and the Holy Land, and can arrange for interesting trips through Europe. Or, if he so prefers, he may make special trips through India, or may reach Europe by way of the Trans-Siberian Railroad.

**THE ANNUAL BAGUIO ASSEMBLY.**—But for rest, for recuperation, for a vacation among pleasant and congenial surroundings, it is not at all necessary to leave the Philippines; summer after summer may be spent on journeys among the islands of the south, or in the mountain country of Luzon. The high plateau of Benguet is each year becoming more attractive as a summer and rest resort. Here is located the summer capital of the Philippines, Baguio, where the Insular Government holds a three months' session from March to June. Here also, at Teachers' Camp, the Bureau of Education has established an annual vacation assembly for teachers. Baguio is about 150 miles from Manila, and the trip is made by train to



Bontoc Igorot schoolboys at drill, Baguio, 1911.



Class in woodworking at the provincial trade school, Sorsogon, P. I.

the foothills of the mountains, from which point the ascent to the heights is made by automobile over the remarkable Benguet Road. The high altitude gives Baguio a cool and exhilarating climate conducive to outdoor sports and recreation. The Benguet country contains

the richest scenery in the Philippines—pine-clad hills, wonderful gorges, beautiful valleys, and vistas from the mountains to the sea.

The object of the Teachers' Vacation Assembly has been to provide for the benefit of employees of this Bureau the best possible vacation conditions—climatic, social, and otherwise—without the necessity of their leaving the Islands. While the outdoor life of Baguio is the leading feature of a vacation assembly, a part of the plan has been to furnish for those who desire it ample opportunity for keeping in touch with the thought of the times, so that mental growth may keep pace with physical recreation. To this end the Bureau brings over from the United States prominent educators to deliver courses of lectures throughout the assembly season. During past years, instruction has also been offered in the school industries encouraged by the Bureau.

**GENERAL INFORMATION.**—Most teachers acquire a knowledge of the Spanish language, though there is no real necessity for doing so at present. Even among the Filipinos, a very small percentage of the people speak or understand this language. During the twelve years since the American occupation of the Islands, the English language has become so thoroughly disseminated that there is now no town in the Islands where there is not some English spoken. However, Spanish is still the formal language of the older persons of the educated class and it is very creditable for teachers to learn to speak it fluently.

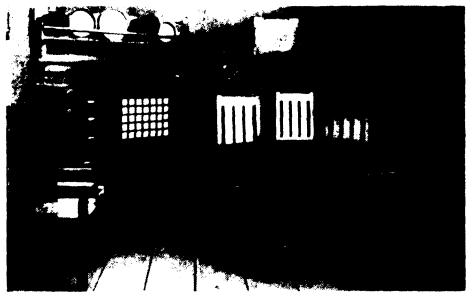
The climate of the Philippines is one of the best of its kind in the world. It occupies an intermediate place in the classification of tropical climates. The extremes of temperature at Manila last year were 95.4 and 63.3° F., the mean temperature being 79.2° F. The year is divided into the dry and the rainy seasons. During the rainy season

the climate is cool, and in the mountain regions actually cold. The mornings, late afternoons, and evenings are usually pleasant. In April and May the heat is oppressive, but even during these months the climate is agreeable compared with the months of July, August, and September in the United States. The hottest part of the day occurs in the early afternoon, during which time most people stay indoors. The health of Americans in the Philippines is good; the death rate in the Islands was 11.26 per thousand for the fiscal year 1911. By observing the rules of personal and domestic hygiene, one lives in as little danger from disease and death as in the United States.

The Government maintains a General Hospital in Manila where free treatment is given to civil employees. In most provincial capitals there are district health officers who are required to furnish free medical attention to such employees and their families. In many large towns there are also American Constabulary doctors. There are military hospitals in a number of places throughout the Islands where medical attention may be had at very reasonable rates.

The almost universal dress for men is white cotton drill. A suit costs from \$3 to \$5. Khaki is worn quite generally by teachers while traveling. Teachers need bring with them to the Islands only such clothing as will be needed on the trip, though light woolen clothes from the States may be worn here with comfort. As to what books should be brought, no definite advice can be given; this will depend upon the habits and inclinations of the individual. The Government maintains a library in Manila from which books upon almost any subject may be secured by paying postage both ways. Some line of study as a mental recreation aside from the regular routine of school duties is desirable, but this should be properly subordinated to regular school work, and in general should be along some of the numerous lines of investigation that the Bureau is carrying on.

The statements set forth in this pamphlet present very fairly the conditions which employees of the Bureau may expect to en-



Set of dining-room furniture in red narra, made at the Philippine School of Arts and Trades, Manila. (This set sold for \$200 at the 1911 Carnival.)

counter in the Philippine Islands. In many respects the teaching service is attractive. The opportunity for doing valuable work among a ready people and under fortunate service conditions is very real. Nevertheless, life in the Philippines is frequently very trying during the first year or more. On account of the sameness of the tropical climate, the peculiar environment, a



A village school of the old type.

natural homesickness, and other contributing causes, the routine of duties sometimes becomes monotonous. The service demands teachers of more than average patience, tact, and endurance. In some places, outside communication is infrequent and irregular and difficulties of transportation present troublesome obstacles. Opposition may be encountered along certain lines of school work. The successful teacher, then, is the one who has within himself the ability to create his own diversions and interest the people about him in them. The teaching corps has the heartiest support of the administrative officials of the Bureau, all of whom have had experience in the provincial service, and it is their constant endeavor to make the work pleasant and profitable. The emoluments and opportunities of the service of the Bureau of



A rural concrete school building of standard design. (Buildings of this type are now being constructed in all parts of the Islands.)

Education in the Philippines have called forth a class of young men and women who are the products of the best American homes and universities.

The growth of the public school system under American supervision in the Philippines during the past ten years has been a very substantial one, yet the opportunity presented for future development is enormous. Other countries, with

educational systems long established on orthodox lines, encounter almost insurmountable difficulties in the reorganization of those systems upon a practical basis. In the Philippines, the organization is still in its formative period. The administration of the Bureau is hampered by no embarrassing precedents; it has reasonably ample funds with which to execute its plans; and, best of all, it has in a most gratifying measure the moral support of both Americans and Filipinos in its attempt to build up here a system of instruction which will promote the industrial efficiency and material well-being of the population. Such another opportunity probably never existed anywhere.



A modern concrete schoolhouse of six rooms. (Buildings of this standard design are being erected in the larger municipal centers.)

(For school statistics, see next page.)

# EDUCATIONAL STATISTICS, PHILIPPINE ISLANDS.

## SCHOOL YEAR 1910-11.

1 University.	200 municipal manual training shops.
College of Liberal Arts.	38 high schools.
College of Medicine and Surgery.	245 intermediate schools.
College of Agriculture with a School of Forestry.	4,121 primary schools.
College of Engineering.	" 2,890 secondary students.
College of Fine Arts with a Course in Pharmacy.	" 20,952 intermediate school pupils.
College of Veterinary Science.	" 423,047 primary school pupils.
College of Law.	4,404 total number of schools.
1 Normal School.	1 Director of Education.
1 Insular Trade School.	2 Assistant Directors.
1 School of Commerce.	40 division superintendents.
1 School for Deaf and Blind.	397 supervising teachers.
35 provincial trade and manual training schools.	683 American teachers.
	8,403 Filipino teachers.

" Average monthly enrollment for the year.

**\$3,223,856.63**, expenditures for schools during fiscal year 1910-11—Insular, provincial, and municipal, exclusive of special building appropriations.

**\$2,121,500.00**, appropriated from Insular sources for secondary, intermediate, and primary buildings, and for trade and other special school buildings, since December 6, 1904.

Nearly 400,000 school pupils are engaged in some kind of industrial work.







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